



Know Your State: Regions of Arizona

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Grade Level 3
Duration 3 class periods

ELL Adaptation by Patricia Eberhardt

National Standards

GEOGRAPHY
Element 1: The World in Spatial Terms
 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions
 4. The physical and human characteristics of places
 5. People create regions to interpret Earth's complexity

AZ Standards

ELA
Reading
Key Ideas and Details
 3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

Writing
Text Types and Purposes
 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

Arizona Social Science Standards

GEOGRAPHY
The use of geographic representations and tools helps individuals understand their world.
 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

SIOE Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent

Know Your State: Regions of Arizona

Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
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Arizona ELP Standards

Grade 3

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-2: determine the central topic or message.

B-3: identify key details that support the main idea or message.

B-5: identify and describe similarities and differences between two texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

Overview

Arizona's three regions (desert, plateau, and mountain) are home to a variety of plants and animals. It is important that Arizona students know about the physical landscape of their home state.

Purpose

In this lesson, students will learn characteristics of the physical landscape of the three major regions of Arizona. They will use map skills to locate the characteristics and then compose a story based on the plants and animals found in one of the regions. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

plateau - a large flat area of land that is higher than other areas of land that surround it

landform - a natural physical feature of the earth's surface like a valley, mountain, or plateau

mountain - a high and often rocky area of land with steep or sloping sides

javelina - a pig-like animal with a dark gray coat and white collar

desert - a region getting less than 10 inches of rain per year

saguaro - a large cactus growing up to 60 ft tall with branches and an edible red fruit

Materials

Know Your State: Regions of Arizona

- Vocabulary Squares worksheet
- What Do You See? worksheet
- Amazing Arizona PowerPoint
- Region Fact Sheet
- Highlighters
- Landform Regions of Arizona map
<https://geoalliance.asu.edu/sites/default/files/maps/AzLandformRegions4thGrade.pdf>
- Projection device
- Story Map graphic organizer
- Crayons/colored pencils
- Region Story Rubric
- Story Board

Objectives

The student will be able to:

- Identify the physical characteristics of different regions of Arizona.
- Map these characteristics.
- Create a story.

Procedures

SESSION ONE

1. Begin the lesson by writing “**landform**” on the whiteboard or chart paper and ask the students for a definition. Generate a class definition and record it. Distribute the Vocabulary Squares worksheet. Have students write the same definition on their worksheet. Then project the Vocabulary Card for landform. **(Scaffolding: Comprehensive input)**
2. Continue to project the Vocabulary Cards and have the students complete the worksheet. **(Scaffolding: Comprehensive input)**
3. Divide the students into groups of 2-3 students. Distribute the What Do You See? worksheet. Tell students they are going on a scenic tour around Arizona. Project the Amazing Arizona PowerPoint containing images of Arizona landforms, plants, and animals and instruct the students to discuss with their group the characteristics of landforms, plants, and animals. They will record their observations on their worksheet. Model doing the first image with the students. **(Scaffolding: Comprehensive input, Modeling, Grouping Option: Small groups)**
4. Project the images for a second time. As a whole class, have students share their observations. Students can edit and add to their worksheets. **(Grouping Option: Whole class,**

Integrated Processes: Listening, Writing, Speaking).

SESSION TWO

1. Have students take out their vocabulary work from Session One. Read and discuss the Regions Fact Sheet. As the text is being read, have students highlight the vocabulary words as they are found in the reading. **(Integrated Processes: Reading, Application: Promotes engagement, Scaffolding: Comprehensible input)**
2. Divide the class into 3 groups. Assign each group one region. Have students highlight (in a second color) landforms, plants, animals or features unique to that region **(Scaffolding: Comprehensive input, Grouping Option: Small groups)**
3. Distribute to each student a Landforms Regions of Arizona map. Instruct the groups to look at their highlighted information for their region and write it on the Landform Regions of Arizona map. Remind them that it should be written so others can read it easily. **(Application: Promotes engagement)**
4. Select one member of each group to share his/her map (with annotations) by using a document camera or other projection device. Students not responsible for that region should be recording the information on their maps. **(Application: Promotes engagement)**

SESSION THREE

1. Tell students to imagine that they are an animal or a plant that lives in one of the regions. They are to write a story about their region from the viewpoint of an animal or a plant in that region. The story should be set in one specific region and should have details about that region. It should also be illustrated.
2. Distribute the Story Map graphic organizer and crayons/colored pencils. Model an example so students can see what is expected. **(Scaffolding: Modeling)**
3. Share the Region Story Rubric and explain how the writing will be graded.
4. If diverse learners are not expected to write a Region Story, they can draw illustrations with labels using the Story Board graphic organizer. **(Assessment: Written).**

Assessment

ELA and Geography

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The Region Story will be assessed using the Region Story Rubric. Mastery will be considered a score of 3 or higher on the rubric.

Extensions

Students could take their stories and illustrations to lower grades and teach younger children about Arizona.

Students could create an art gallery with their pictures and stories.

Sources

Headley, A. & Smith, V. *DO ARIZONA!* Glendale, Arizona: Splash Publications.